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ABSTRACT

The Oregon Extern Program was undertaken to enable 15 educators and industry trainers to acquire the skills, attitudes, and knowledge necessary to develop, implement, improve, and evaluate local programs of vocational and career education and employment and training programs. Project participants attended a one-week orientation seminar during which individual and group goals were developed along with accompanying activities designed to facilitate goal accomplishment. During the 1983-84 academic year, the externs took part in nine one and one-half day visitations and two to four individually directed visitations and conferences. As a result of their participation in the extern program, the 15 educators and industry trainers were better prepared to provide local and statewide leadership for vocational and career education programs in Oregon. (Appendixes to this report include the agenda for the summer orientation seminar, the course requirements for the extern program, the self-assessment instrument completed by the project participants, miscellaneous project forms, the project follow-up questionnaire, and the recommendations of an outside consultant hired to identify areas in which additional training is needed by vocational and career educators and trainers.) (Author/MN)

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FINAL REPORT
1983-84 OREGON EXTERN PROGRAM PROJECT
(ODE Encumbrance Number 50-004-363)

Submitted to

Oregon Department of Education
Division of Vocational-Technical Education
700 Pringle Parkway S.E.
Salem, Oregon 97310

Submitted by

Oregon Alliance for Program Improvement
School of Education
Oregon State University, Corvallis, Oregon
Daniel B. Dunham, Director

in cooperation with

Department of Vocational-Technical Education
School of Education
Oregon State University, Corvallis, Oregon
Larry J. Kenneke, Department Chair

Prepared by

Eleanor S. Dumdi, Coordinator, Professional Development
David Bezayiff, Graduate Assistant
Oregon Alliance for Program Improvement

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November, 1984

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Appendix B1
(Completed by Project Director/Principal Investigator)

ABSTRACT

A. PROJECT DESCRIPTION

1. Project Title: OREGON EXTERN PROGRAM

2. Principal Investigator and Organization: Daniel B. Dunnam, Director
Oregon Alliance for Program Improvement

Address: Oregon State University, Corvallis, Oregon 97331

Telephone: (503) 754-2179

3. Special Population Target Groups
Check Primary Group(s)

Racial/Ethnic

American Indian or Alaskan Native	____	Limited English Proficiency	____
Asian or Pacific Islander	____	Handicapped	____
Black, Non-Hispanic	____	Disadvantaged	____
Hispanic	____	Displaced Homemaker	____
White, Non-Hispanic	____	Single Head of Household	____
		Part to Full-Time Employment	____
		Persons in Non-Traditional Vocations	____
		Others	____

4. Number of Students Affected 0 ; Number of Staff Affected 15

5. Project Objectives:

The purpose of this project was to enable fifteen (15) educators and industry trainers to acquire skills, attitudes, and knowledge necessary to develop, implement, improve, and/or evaluate local programs of vocational and/or career education and employment and training programs.

6. Project Procedures: Participants attended a one-week orientation seminar on the Oregon State campus during the summer term. Individual and group goals were developed with accompanying activities designed to facilitate goal accomplishment. During the academic year Externs participated in nine (9) one and one-half day visitations/seminars and two to four individually directed visitations and conferences. Recruitment and selection

7. Project Products: for 1983-84 yielded 15 participants.
N/A

8. Expected Contribution or Potential Impact on Vocational Education:
The fifteen (15) participants in the 1983-84 Oregon Extern Program were better prepared to provide local and state-wide leadership for Oregon vocational and career education and industry training.

9. Will the product be placed in a classroom within your district in the five years? N/A

____Yes ____No

TABLE OF CONTENTS

PROJECT IDENTIFICATION 1

BACKGROUND 1

MAJOR ACCOMPLISHMENTS AND OUTCOMES 3

- Recruitment/Program Promotion 4
- Selection Criteria 5
- Summer Orientation Seminar 5
- Site Visitations 5
- Professional Development Plan/Individual Projects 7

PROBLEMS 8

EVALUATION 9

SUMMARY AND CONCLUSION 10

RECOMMENDATIONS. 11

PROJECT FOLLOW-UP AND COMMITMENT 11

BUDGET RECAPITULATION. 12

APPENDICES

APPENDIX A . . . . . Agenda for Summer Orientation Seminar
Extern Program Course Requirements
Expectations of Externs and Extern Group

APPENDIX B . . . . . .Self-Assessment/End-of-Year Evaluation

APPENDIX C . . . . . Project Forms

APPENDIX D . . . . . Follow-Up Questionnaire

APPENDIX E . . . . . .Ron Kaiser's Recommendations

APPENDIX F . . . . . Extern Advisory Committee

PROJECT IDENTIFICATION (Oregon Department of Education Encumbrance Number 50-004-363)

The Oregon Extern Program is a response to the personnel development guidelines established in the 1983 Oregon Annual Vocational Education Plan. Sponsored by the Department of Vocational-Technical Education at Oregon State University, the Oregon Alliance for Program Improvement and the Oregon Department of Education, the Program's purpose is to provide a leadership development opportunity for vocational and career educators and trainers. This leadership development program was designed to provide local school districts, community colleges, businesses, and public agencies with an opportunity to participate in an educational program which would promote professional development.

Personnel development has remained a high priority in vocational education. The Vocational Education Amendments of 1976 (Public Law 94-482), the Education for All Handicapped Children's Act (Public Law 94-142), and Title IX of the Education Amendments of 1972, require vocational personnel to increase knowledge, alter attitudes, improve management skills, and broaden perspectives in order to bring about change in vocational and career education programs.

BACKGROUND

The Extern Program is a component of the Oregon Alliance for Program Improvement, which is affiliated with the Department of Vocational-Technical Education and the School of Education at Oregon State University. Extern participants are full-time employees from public and private schools, community colleges, public agencies, and business and industry. The employer usually provides financial sponsorship to the participant. The program lasts for ten months and during this period, the Externs attend a series of workshops, site visitations, and conferences which are intended to:

(1) promote professional development for the Extern and (2) assist with the completion of a special project for the sponsoring agency. The program has an intensive field-based inservice curriculum designed to foster interaction and understanding between educators, public agencies, and private business and industry

Since 1969, when the project was first initiated, 249 Externs have successfully completed the program. Table I identifies the number of program participants by year.

TABLE I

OREGON EXTERN PROGRAM PARTICIPANTS

Program Year	Statewide	Mini-Program	Number of Participants
1970-71	17	--	17
1971-72	14	--	14
1972-73	8	--	8
1973-74	14	--	14
1974-75	22	14	36
1975-76	17	6	23
1976-77	20	--	20
1977-78	15	11	26
1978-79	17	--	17
1979-80	14	--	14
1980-81	18	--	18
1981-82	14	--	14
1982-83	13	--	13
*1983-84	15	--	15
TOTAL	218	31	249

NOTE: The Mini-Extern Program has been discontinued.

The 1983-84 Program consisted of five major elements: (1) program promotion and recruitment; (2) a Summer orientation seminar; (3) on-site visitations, workshops, conferences, and completion of selected readings;

(4) the formulation of a professional development plan; and (5) the completion of a special independent project for the participant's sponsor. Extern participants can earn nine (9) hours of graduate credit through the Division of Continuing Education at Oregon State University or directly from the University. Depending upon tuition, allowable travel and per diem expenditures, the cost of the program has varied between $1,200 and $2,000 per participant.

MAJOR ACCOMPLISHMENTS AND OUTCOMES: 1983-84

Participants in the 1983-84 program represented a diversity of backgrounds and interests. Among them were several high school instructors, community college program coordinators, a field services manager from the Oregon Consortium, and a sales training manager from a large Portland based industrial manufacturer. Over one-half of the Externs possessed a Master's degree and three had completed doctoral level work in either adult education or business. Geographically, the Externs came from the following areas: Corvallis (3), Eugene (2), Gresham (1), North Bend (1), Philomath (1), Portland (5), and Salem (2).

The 1983-84 Extern class consisted of fifteen (15) participants. Table II identifies each one and their respective sponsor:

TABLE II

1983-84 EXTERNS

Name	Position	Employer
Ambrosek, Jane	Field Services Manager	The Oregon Consortium
Beck, Gary	Engineering, Drafting Instructor	Benson High School-Portland
Bennett, Charlie	Graphics Communication, Intro to Computers Instructor	Vocational Village High School-Portland

TABLE II - Continued

Name	Position	Employer
Burgess, Norm	Ornamental Horticulture	Operation Green Thumb-Portland
Cox, Gary	Vocational Director in Charge of Vocational Programs in School District 17J	Philomath High School-Philomath
Dimmick, Lynne	Student Placement Coordinator	Children's Farm Home-Corvallis
Ferrell, Sande	Teacher/Career Education Coordinator	Markham Middle School-Portland
Hammerschmith, Ed	Woodwork, Electronics Instructor	Oregon School for the Deaf-Salem
Johnson, Duane	Manager, Sales-Training Truck Division	Freightliner Corp.-Portland
Martin, Les	Forestry Instructor/ Department Chairperson	North Bend High School-North Bend
Menegas, Carolyn	College & Career Counselor/Guidance Department Chairperson	Sam Barlow High School-Gresham
Murphy, Pat	Aviation Maintenance Instructor	Lane Community College-Eugene
Rasor, Leslie	Coordinator, Industrial Orientation	Lane Community College-Eugene
Schellin, Laurelyn	Education Specialist	Chemeketa Community College-Salem
Sutherland, Kathy	Business Instructor	Crescent Valley High School-Corvallis

RECRUITMENT/PROGRAM PROMOTION

In order to attract prospective students, a three-phased recruitment program was conducted. Promotion of the program began in October 1982 with mass mailings being sent to all of Oregon's school districts. In January and February 1983 mailings which described the program were sent to key people in business and industry. In March, April, May and June descriptive

brochures were again sent to school districts, government agencies, public service organizations, chambers of commerce, business and industry, and to people who had made specific inquiries.

SELECTION CRITERIA:

Externs were selected on the following basis. They must have had:

1. Three years of successful vocational and/or career education teaching or be able to demonstrate a similar experience in either business, industry, or in a public agency;
2. A willingness to participate in all phases of the program;
3. A desire and commitment to improve vocational and/or career education and training in Oregon;
4. Support from the local education agency/business/industry, or public agency which acted as the sponsor.

SUMMER ORIENTATION SEMINAR:

During the week of August 16-20, 1983, the Externs took part in an intensive orientation seminar which was designed to acquaint them with the other participants, formalize the goals of the program, introduce them to leaders in vocational education and training, finalize the visitation schedule, and describe in detail the coming year's activities. Appendix A is the seminar's agenda, course requirements and expectations of the Externs.

SITE VISITATIONS:

The purpose of the site visitations was to enhance professional development by reviewing business/industry/education partnerships, grant writing processes, economic development programs, business/industry training programs, new and emerging trends and issues, the impact of computers in industry and instruction, public and private school offerings in vocational education, military training programs, effective placement techniques, and program coordination in community colleges and public agencies. Between September 1983 and May 1984 thirty-seven (37) sites were visited. Table III provides

information regarding place, date, and the school, business, industry, agency or program visited.

TABLE III

Visitation Sites

Place	Date	Visited Site/Program
Salem	September 22-24	Chemeketa Community College, School for the Deaf, Oregon Correctional Institution, Honeywood Winery, Skip Liebertz (Salem School District's Adopt-A-School Program), Dan Dunham (Grant Writing), Roger Bassett (OCCA)
Pendleton	October 20-22	Blue Mountain Community College, Pendleton High School, Vocational Education Council for Umatilla-Morrow Counties
Albany & Corvallis	November 18-19	Teledyne Wah-Chang, Intelledex (Robotics), Camp Adair (Carpentry Apprenticeship Program), Children's Farm Home, Crescent Valley High School, Hewlett-Packard
North Portland	December 9-10	Freightliner, Inc., Technical Training Services, Benson High School, Port of Portland
Seattle/Bangor	January 12-14	Boeing Assembly Plant, Trident Submarine Base
Southwest Portland	February 17-18	Oregon Graduate Center, Glencoe High School, Career Center--Portland Community College (Rock Creek Campus), Oregon Primate Center, Space Labs, Metheus, Inc., John Pendergrass (Regional Coordinator, Washington County)
Astoria	March 9-10	Job Corps Center, Clatsop Community College, Area Skill Center
Sunriver (Bend)	April 19-20	Oregon Council of Career and Vocational Administrators (OCCVA) (Professional Conference)

TABLE III - Continued

Place	Date	Visited Site/Program
Coos Bay/North Bend	May 10-12	Fish processing and canning, Southwestern Oregon Community College (Short-term training program), North Bend High School (Cluster program), BLM logging site.

PROFESSIONAL DEVELOPMENT PLAN/INDIVIDUAL PROJECTS:

Based upon the individual assessments conducted during the Summer orientation seminar, and with guidance from local supervisors as well as with assistance from the coordinator of the Extern Program, each Extern developed an individual professional development plan and an independent project for the sponsoring agency. In order to facilitate individual objectives, the Extern Coordinator arranged on-site visits with the Extern and the Extern's supervisor. Each Extern was visited twice during the year.

TABLE IV

Summary of Individual Programs

Professional Development Plan	Individual Project
Improve public speaking skills and develop a video library and resource manual.	Develop a report for a linkage study on behalf of the Oregon Consortium
Infuse Career Education and computers into the Benson High School Drafting Program.	Compile findings of the Blue Chip Committee's Evaluation of Benson High School
Establish computer network for school and participate as a member of the school administrative team	Integrate computers into school for use by staff and students
Broaden knowledge about vocational education in Oregon and the United States	Develop a follow-up study for Operation Green Thumb

TABLE IV - Continued

Summary of Individual Programs

Professional Development Plan	Individual Project
Develop a better understanding of curriculum needs in vocational education	Develop evaluation instrument for graduates and develop vocational education resource guide book
Develop leadership skills with respect to speaking and organizing meetings.	Develop JTPA funded project
Increase knowledge about vocational education, improve professional networking system, and improve interpersonal and group relations	Implement a distribution/use system for student career file folders
Improve computer usage skills, develop list of program materials for instructional field, and modify at least one instructional program	Seek job training opportunities at Siltec for hearing impaired students.
Visit three community colleges, visit Oregon Department of Education, review curriculums, funding processes, and types of formats used in computer-assisted video instruction	Develop a follow-up study for truck salesman completing the Freightliner Training Program and the Professional Selling Skills Program
Examine and evaluate the future of forestry/ forest products education regionally and state-wide	Update forestry/forest products curriculum, develop a placement strategy for forestry/forest products students about to graduate
Develop a short orientation program to assist newly hired instructors	
Improve time management practices, learn more about national economic and social trends that will affect vocational education	Become knowledgeable about the goals, history, and revision needs of Lane Community College's Office of Instruction Administrative Procedures Manual.
Implement computer literacy and small business applications program at a community college.	Develop volunteer business assistance program
Focus on trends in vocational education	Write a proposal to obtain funding under JTPA and the Vocational Education Act.

PROBLEMS

For some time it had been felt that some adjustments were needed for more effective operation of the Extern Program. As a result, a third party evaluator was commissioned to do a review of the existing program and to make recommendations

PROBLEMS (Continued)

for improvements. Ron Kaiser, Dean of Instruction of Clackamas Community College, was contracted to do the evaluation. His complete recommendations can be found in the Appendix. Several were found to be appropriate to incorporate into the 1984-85 program. The most important problem to correct was the number of scheduled visitations. While the Externs welcomed the opportunity to visit so many different sites, time and budget constraints were making a change mandatory. It was also felt that more time was needed to fully develop their projects. Therefore, it was recommended that the number of scheduled visitations be reduced from nine to six, with the time during unscheduled months devoted to working on their projects. Activities such as short-term internships were among the in-depth activities recommended. This plan was incorporated into the 1984-85 program and will be subject to evaluation at the end of the year. It is anticipated that this change will work very well.

Another problem addressed by the Externs was lack of sufficient time to discuss each visitation in detail. More care is now being taken to allow enough time for discussion on Saturday mornings, and to reduce the time taken for outside speakers. In other words, we are attempting to strike a better balance in order to meet the needs of the participants.

EVALUATION

At the close of the year's formal activities, each of the 1983-84 program participants was asked to respond to an end-of-the-year program evaluation. The entire instrument appears in Appendix B of this report and represents the goals from the year's content. A mean score of 3.0 would indicate total goal accomplishment, while a score of 1.0 would represent low goal

EVALUATION (Continued)

accomplishment. The 1983-84 participants rated "Identification and awareness of new and emerging trends and issues" the highest (3.0). The lowest rating was "facilities planning" (1.6). The remaining twenty-three (23) items in Section I were arranged between those values.

Section II indicates the level of accomplishment for each major component of the program. The two with the highest rating (3.0) were "Benefits of Professional Development Plan" and "Benefit of program participation to your employer". The lowest rating (1.6) was for "need for improvement in the Extern Program design, process, etc.". This was actually a positive rating because of the nature of the question. Numerous additional components and areas were addressed in the evaluation. Comments made by the Externs are included in Appendix B.

As indicated by the site visitations (Table III) and by the content outlines of the various projects done by the Externs (Table IV), the need of the handicapped and disadvantaged were addressed, as were methods to reduce sex bias and sex-role stereotyping. Most of the projects directly addressed the improvement of teaching techniques and/or curriculum materials.

SUMMARY & CONCLUSION

The Oregon Extern Program has combined numerous elements to produce a field-based learning environment supporting leadership development and professional growth. Data provides strong evidence that the leadership development program has greatly assisted project participants in acquiring skills, knowledge, and attitudes necessary to provide better local and statewide leadership for Oregon career and vocational-technical education and training. Strong educational support exists for the continuation of the Oregon Extern Program and support is growing in the private sector

SUMMARY & CONCLUSION (Continued)

and public agency areas. The challenge remains for Oregon vocational-technical education policy-makers to continue to provide program support during current and future budget constraints.

RECOMMENDATIONS

The following recommendations are a product of experiences of the project coordinator, input from past externs and recommendations from the third party evaluator:

1. Continue to focus on private industry sites and training requirements, as well as community colleges and exemplary secondary school programs.

2. Strive to create more contacts with business and industry.

3. Recruit heavily in the business/industry areas for the 1985-86 program so that there is a broader representation of business people in the program.

4. Work with the Guidance and Counseling Specialists at the Oregon Department of Education (specifically Les Adkins and Les Martin) to provide for participation of counselors in the program. Counselor training does not include exposure to vocational counseling and options, a very serious oversight, and a detriment to high school students.

5. Continue to adjust the program to best suit the needs of the participants, and to provide the most cost-effective way to achieve the desired results.

PROJECT FOLLOW-UP & COMMITMENT

A follow-up of the 1982-83 Externs will be undertaken in the Winter. Past follow-up activities have proven helpful in evaluating the program. See Appendix D.

The University and the Oregon Alliance for Program Improvement remain firmly committed to this project.

B U D G E T

TITLE OF PROJECT THE OREGON EXTERN PROGRAM

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries			
200 Employee Benefits			
300 Travel			
Other Purchased Services . . .			
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries	19,618.90		19,618.90
200 Employee Benefits	6,402.13		6,402.13
300 Travel	4,899.67		4,899.67
Other Purchased Services . . .	10.00		10.00
400 Supplies	3,401.16		3,401.16
Improvement of Instructional Services Subtotal	34,331.86		34,331.86
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ _____%			
Support Service Business and Central Subtotal			
E. Other (include explanation)			
Other Subtotal			
COLUMN TOTAL	34,331.86		34,331.86

APPENDIX A

OREGON EXTERN PROGRAM

Daily Agenda

For Monday, August 15, 1983

8:30 a.m.	Introductions Objectives - establishing a common foundation Expectations Why are you an Extern? Icebreaker - find someone who . . .
10:45	Break
11:00	Greetings Larry Kenneke, Department Head, Vocational-Technical Education, OSU Dan Dunham, Director, Oregon Alliance for Program Improvement
12:00 p.m.	Lunch
1:00	Assignment of project areas for Wednesday, and explanation
2:00	Registration information Warren Suzuki, Professor-in-charge, Graduate studies
2:30	Registration - Administration Building 104 or DCE & pay fees
5:30	Barbeque at Jean Mater's

OREGON EXTERN PROGRAM

Daily Agenda

For Tuesday, August 16, 1983

8:30 a.m.	Overview of day's activities
9:00	Vocational Education in Oregon Monty Multanen, Assistant Superintendent, Vocational Education, Oregon Department of Education
9:30	Planning, funding, proposal writing Darrell Ward, Director Vocational Planning, ODE
10:00	Break
10:15	Field linkages, Regional Coordinators Rich Schmidt, Specialist, Vocational Equal Opportunities, ODE
10:45	Community College Articulation & Linkages John Keyser, Vice President, Instruction, Linn-Benton Community College
11:15	Question & Answer session
12:00 p.m.	Lunch
2:00	OICC (Oregon Occupational Information Coordinating Council) Nancy Hargis, Executive Secretary
	Private Schools Mel Earle
3:00	Break
3:15	JTPA (Job Training Partnership Act) Jean Mater, Chairman, Governor's Coordinating Council Randy Miller, Executive Director, Oregon Consortium
4:15	Adjourn
7:00 - 9:00	
	"Megatrends" video tape, discussion

OREGON EXTERN PROGRAM

Daily Agenda

For Wednesday, August 17, 1983

All day	Visit previously selected sites in groups of three or four. Interview for needed information and take notes (assigned on Monday).
	Gather resources for special projects
7:00 - 8:00 p.m.	Reports from groups on information gathered
	Needs assessment
	Start building visitation calendar

OREGON EXTERN PROGRAM

Daily Agenda

For Thursday, August 18, 1983

9:00 a.m.	Special needs in Vocational Education Marie Egbert, Ralph Yoshimura, OSU
10:00	Break
10:15	Inservice Dr. Eleanor Knapp
11:00	SACCVE (State Advisory Council for Career and Vocational Education) Alden Knapp, Mike Murphy, Jim Sayer
12:00 p.m.	Lunch
1:30	Private Industry Linkages/Partnerships Mike Hennessey, Director, Oregon ABLE Jim Sayer, Tektronix - Training Manager (retired)
2:15	Industry training Floyd Hunsaker, Freightliner Jim Sayer, Tektronix - Training Manager (retired)
2:45	ASTD - American Society for Training and Development Jim Sayer, Tektronix - Training Manager (retired)
3:00	Adjourn
5:30	Lamb Barbeque - Dumdis'

OREGON EXTERN PROGRAM

Daily Agenda

For Friday, August 19, 1983

8:30 a.m.	Planning session
	Results of needs assessment
	Finalize visitation sites & dates
12:00 p.m.	Lunch
1:30	Skits
3:00	Bon Voyage! See you in September.

EXTERN SEMINAR - August 15-19, 1983

Requirements for successful completion of Extern Program:

1. Attend at least one school board meeting
2. Attend at least one administrative team meeting
3. Work with an advisory committee
4. Create a communication linkage within your district/business/agency
5. Identify the team members in your district/business/agency, i.e., administrator, teacher, voc ed director, supervisor, manager, etc.
6. Get to know your Regional Coordinator
7. Write a proposal or seek some other means of funding, i.e., an available RFP, a Federal RFP, assist with your district's local application, foundation funding, etc. (Can be incorporated into independent project)
8. Attend an economic development meeting in your area
9. Complete a personal professional project
10. Complete a project which can be used within your district/building/business/industry agency
11. Submit monthy report to supervisor
12. Read at least two of the following four books:

    "Megatrends"

    "In Search of Excellence"

    "Deindustrialization of America"

    "9 Nations of America"

EXPECTATIONS OF EXTERNS AND
EXTERN GROUP*

1983-84

1. Attendance is expected at a minimum of 7 regularly scheduled visitation/seminars. If a conflict is unavoidable, the Extern conveners should be notified prior to the visitation/seminar. Each Extern should also schedule two independent visitations and attend appropriate conferences or inservices during the year.

2. Externs may discuss individual goals with each other at the first Saturday seminar.

3. Externs are encouraged to bring colleagues and/or local supervisors to visitations. One week notification should be given to the Extern covenor.

4. Externs should be willing to provide help, feedback, and support for other members of the group during discussions of their plans and concerns.

5. Externs should be open and honest with comments on group procedures, topics and participation on other Externs.

6. Critique sessions should follow each visitation.

7. Externs should be concerned with group goals and needs.

8. Externs should respect the sanctity of the teacher in the act of teaching.

9. Externs should request permission to take any materials from a school.

10. CAR POOLS ARE ENCOURAGED WHENEVER POSSIBLE.

11. Externs should share local materials and resources with individuals or the group when appropriate.

*To be reviewed as a group and revised (if necessary).

APPENDIX B

OREGON EXTERN SELF-ASSESSMENT

The information gathered in this section will be utilized to determine common areas for individual and group development. Be aware that your response should reflect a personal and current assessment.

INSTRUCTIONS: The following items represent potential topics for vocational personal development. Circle the response corresponding to the extent each item represents a perceived need in your role as an educator or trainer.

Response Code: 1 = No Need
2 = Some Need
3 = Moderate Need
4 = Great Need

	1	2	3	4	Means
PERSONAL/PROFESSIONAL					
1. Philosophy & Principals of Vocational Education	6	6	4	0	1.9
2. State Structure of Vocational Education	5	5	3	3	2.3
3. Local, State & Federal Rules & Regulations for Vocational Education	1	5	6	4	2.8
4. Legislative Process Involvement	1	4	3	2	1.6
5. Professional Development Planning, Including Inservice Technical Skills Update, Seminars	0	5	6	5	3.0
6. Human Resources Management	1	7	6	2	2.5
7. Public Relations Techniques	1	4	7	4	2.9
8. Vocational Administration Techniques	1	4	7	4	2.9
9. Occupational Cluster Concept in Secondary Schools	6	4	4	2	2.1
10. Time Management	5	6	3	2	2.1
11. Stress Management	3	2	10	1	2.6
ALTERNATIVE TRAINING SYSTEMS					
12. JTPA (Job Training Partnership Act)	2	2	6	6	3.0
13. Apprenticeship Training	3	3	10	0	2.4
14. Business/Industry Training	0	4	6	6	3.1

	1	2	3	4	Means
15. Vocational Rehabilitation	2	4	8	2	2.6
16. Private Vocational Schools	2	7	5	2	2.4
STUDENT/PERSONNEL SERVICES					
17. Career Centers	4	5	4	3	2.4
18. Occupational Guidance	0	7	6	3	2.2
19. Effective Placement Techniques	1	4	3	8	3.1
20. Effective Follow-up Techniques	2	2	5	7	3.1
CURRICULUM AND INSTRUCTION					
21. Incorporation of Basic Skills Into Vocational Education	4	3	6	3	2.5
22. Identification & Utilization of Community Resources	2	3	4	7	2.8
23. Using Advisory Committees	4	4	5	3	2.4
24. Cooperative Work Experience Concepts & Techniques	2	4	4	6	2.9
25. Vocational Student Organizations	6	5	2	0	1.7
26. Development & Adaptation of Instructional Materials & Aids	3	4	6	3	2.6
27. Programming for Special Needs Learners	3	7	5	1	2.2
28. Shop and/or Learning Laboratory Management	7	4	5	0	1.9
29. Facilities & Equipment Managment & Control	5	4	6	1	2.2
30. Effecitve Safety Techniques	7	7	2	0	1.7
PROGRAM PLANNING					
31. Needs Assessment for Planning	3	5	4	4	2.6
32. Accessing & Utilizing Needed Information About Vocational Education	4	2	7	3	2.6
33. Planning an Appropriate Delivery System	1	1	4	2	2.9
34. Advisory Committee Utilization in Planning	4	4	0	6	2.2
35. Curriculum Planning	4	3	5	3	2.5
36. Facilities Planning	4	1	5	6	2.8

	1	2	3	4	Means
37. Certification Requirements	6	2	5	5	2.5
38. Program Application and Approval Process	3	4	2	6	2.7
39. Grant Writing to Request Outside Funding	1	4	3	7	3.1
40. Adult Vocational Program Planning	4	5	2	6	2.6
41. Budgeting	3	6	3	4	2.5
42. Community-based Programs	0	3	8	4	3.1
PLANNING FOR SPECIAL NEEDS POPULATION					
43. Program Articulation	2	3	8	3	2.7
44. Program Standards	2	4	5	2	2.5
45. Community-based Programs	2	4	5	2	2.5
46. Disadvantaged	3	5	6	3	2.5
47. Handicapped	3	7	3	2	2.3
48. Gifted/Talented/Creative	5	5	4	2	2.2
49. Bilingual	4	6	3	0	1.9
50. Mainstreaming	5	6	4	1	2.1
EVALUATION					
51. Student Performance	4	2	7	2	2.5
52. Program	2	1	8	5	3.0
53. Course	4	1	9	2	2.6
54. Self	2	1	12	2	2.8
TRENDS AND ISSUES					
55. Identification and Awareness of New and Emerging Trends & Issues	0	0	8	8	3.5
56. Program Coordination (between schools, community colleges, business/industry, JTPA, Vocational Rehabilitation, etc.)	0	2	8	6	3.2
57. Economic Development and Diversification	0	5	5	10	3.2
58. Business/Industry/Education Partnerships	0	1	5	10	3.6
59. Funding	0	3	4	9	3.4
60. Computers in Instruction and Occupations	0	2	3	11	3.6

OREGON EXTERN PROGRAM
YEAR-END ASSESSMENT
1983-84 PROGRAM YEAR

SECTION I

The following items represent areas identified by the entire group as important to address during the 1983-84 Extern visitation/seminar schedule and through the completion of both the personal and special projects. Please rate the extent to which you feel each area was covered during the year by circling the appropriate choice.

3 = High Goal Accomplishment
2 = Moderate Goal Accomplishment
1 = Low Goal Accomplishment
0 = Not Accomplished

		0	1	2	3	Means
1.	Inter-personal relations		(1)	(4)	(5)	2.4
2.	Professional development planning, including inservice & technical skills update			(2)	(8)	2.8
3.	JTPA		(2)	(5)	(3)	2.1
4.	Business/industry training			(2)	(8)	2.8
5.	Effective placement techniques		(1)	(7)	(2)	2.1
6.	Effective follow-up techniques		(2)	(6)	(2)	2.0
7.	Grant writing to request outside funding			(4)	(6)	2.6
8.	Community based programs		(1)	(3)	(6)	2.5
9.	Program evaluation		(1)	(5)	(4)	2.3
10.	Identification and awareness of new and emerging trends and issues				(10)	3.0
11.	Program coordination (between educators, business/industry, public agencies, community, and etc.)			(1)	(9)	2.9
12.	Economic development & diversification			(2)	(8)	2.8
13.	Business/industry/education partnerships			(3)	(7)	2.7
14.	Funding	(1)	(1)	(2)	(6)	2.3
15.	Computers in instruction & occupations			(3)	(7)	2.8
16.	Local, state, federal rules & regulations in vocational education			(6)	(4)	2.4
17.	Public relations techniques		(3)	(3)	(4)	2.1
18.	Vocational rehabilitation		(3)	(3)	(4)	2.2
19.	Identification and use of community resources		(1)	(3)	(6)	2.5
20.	Vocational student organizations		(2)	(7)	(1)	1.9
21.	Planning an appropriate delivery system		(1)	(7)	(2)	2.1
22.	Facilities planning	(1)	(3)	(5)	(1)	1.6
23.	Program application & approval process	(2)	(1)	(4)	(3)	1.8
24.	Program articulation			(5)	(5)	2.5
25.	Self-evaluation		(1)	(4)	(5)	2.5

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SECTION II

The following items represent major components and/or outcomes from the Oregon Extern Program. Please provide two responses to each numbered item. The first response is a general measure of success from your perspective while the second response asks for comments specific to the component or outcome in question. If you require additional space for comments, please feel free to add additional sheets.

3 = High
2 = Moderate
1 = Low

1 2 3

Means

26. The August Extern Orientation Workshop...What should constitute the Summer Workshop? How can it be improved? 2.4

It was a little too long -- which has been corrected. It should remain at 5 days in order to create group cohesion, define goals, learn issues, etc. However, 1 - 1½ days should encompass the Albany-Corvallis visitation circuit pre-arranged by the program director. The setting should be less institutionalized; living quarters should be changed too, because they are not attractive./The week long program at OSU was a means for individuals to get to know one another and get an overview of the vocational education programs within the State Department of Education. I would prefer a condensed 3 day program with group projects. This would accomplish the same objectives./I liked the overall format of our workshop, but feel that a minimum of two hours should be set aside each day for establishing and comparing goals. It would also be nice to have time to discuss the previous days presenters for half an hour or so the following morning./Five days is good -- helps to cement relationships and group dynamics necessary for later visitations./Cut short the days. Include some visitations during this time - orientation, planning, films, new techniques and some of professional development that was done during the Saturday a.m. sessions this year./Include a visitation during this time -- more group activities in the evening. All people stay together -- does this have to be at OSU?/I feel it ran smoothly the way we had it./The Summer workshop should be very similar to what we had. The only change I would make is to allow more discussion time and not as many speakers at the same time./Organization, team building, needs assessment and agenda building, accountability parameters. Summer should include more speakers on specific skill building topics, e.g., Dan Dunham on Grant Writing.

27. The number of visitations/seminars...What about the scheduling we chose? 2.9

The schedule was appropriate. The scheduling we chose was great, maybe a little hectic at times, but very educational for me./It was a good schedule and we were able to pick good sites. I wouldn't reduce the number of visitations./Just Right -- one per month./Excellent. Maybe leave May or have one in June to update one another on their projects./ One per month just right -- an extra visitation could be in August, say on Wednesday or the middle of the scheduled time on campus./I gained most from the visitations, but I feel that four to five group visits with 2 required individual visits might be less hectic. Also, it is sometimes difficult to establish perspective on a site overnight. It may be better to convene visitations on Thursday evenings with closing discussions on the previous visit - four on Fridays and return home./The reduction of field visits to six is a positive move. Two day sessions (Friday/Saturday) is appropriate. During the year, we had several three day sessions which is too much to ask for an employer to release and pay employees./Need more business and fewer education speakers. Less hectic number of sites to visit in a day. Stay with monthly visits. They are very valuable and provide uniqueness of progr /I think that the number of visitations, although tiring, draining, etc., are necessary to totally immerse the individual and have him or her come out in a "group".

COMMENTS (Section 2 - continued)

Means

28. The visitation/seminar locations...What about the distribution of our site choices? 2.9

Again, I think we did not see a representative weighted sample of the state educationally and industrially. However, no objections!!/Fine, but would be nice to visit Bend Business & Industry sites. (OCCVA conference this year could have included a site visit or two.)/More visitations in the valley would be beneficial since most of the 'high' tech is located here. The Eastern Oregon trips etc., are nice, but not worth the cost-benefit./ Excellent, I think the combinations were a bit too high tech in some areas, but appreciated the overall variety./The group plan - where to go and what to see gave each person ownership in each visitation. A Southern Oregon visitation would have been nice--but no time could be found for it./ Excellent. More time in Portland area. Maybe eliminate East trip if can't get to the private industry areas./GREAT!!/VERY GOOD!!/The site choices were great and diversified. They gave us a chance to see different educational programs in different parts of the state. The same goes for industry in different parts of the state. Many problems are the same and are unique depending on local./Most were fine - even poor visits, e.g., private welding school, were good comparisons.

29. Professional Development Plan...How is completion of this project going to benefit your professional growth? 3.0

Each extern must be responsible for identifying own needs and fulfilling plan to accomplish growth. Believe me, mine has taught me about college and business/economics/social trends relevent to education very well./ This program allowed me to learn about the opportunities in the education field as well as in industry. The program also showed me the many ways of gaining information or help in many areas./I haven't had a better experience anywhere, anytime during my life./This program has given me a view of vocational education that I would never have achieved anywhere. It has really brought home where I belong in vocational education./Both projects helped our school district & myself. It provided the opportunity to work closer with staff and other people./My major plan was to develop "contacts". This I did, not only with the members of the class, but around the state as well. I was elected to an OCCVA office - an indication that my "networking" was somewhat successful./It forced into an awareness of the sources of funds and the incredible amount of paperwork entailed by it, my future plans are changing because of it./The design of the project helped me accomplish visits and related activities that I normally would not have completed./Wider understanding of resources and communities. Better understanding of trends and issues of vocational education. Increased ability to see job in a wider perspective. Creates "network" of other professionals./ I feel the most important thing I have done is establish linkages with many, many people around the state which will be a benefit to me in the future.

COMMENTS (Section 2 - Continued)

Means

30. Special Project...How will this project benefit your school district, building, community college, business/industry or agency? 2.9

My special project is already in place helping students find employment. It can be used in other communities & benefits students, industry, etc./Would have benefited if funded. Learned process/clarification/writing proposals. Has been adopted by others as useful tool./The project is completely designed and ready to implement for evaluation of product vs. selling skills vs. no training of heavy duty truck salespeople. This forced me to accomplish a project I have been thinking about for several years. At $10,626, executive approval would be required to start this project./My increasing utilization of computer software has already enhanced my productivity. I can serve more students, better than before./My project was within my building. It helped me to put many things into perspective as far as career awareness/exploration and its integration within my building. Of major note is that the staff now knows that they are doing a super job; by noting all activities they can see how much has really taken place./Benefit primarily goes to the school district./A better learning situation for my students./I will be counting on the project next year which will mean I will be responsible for what I worked on, not just in my building but helping others do what I did./Hopefully the information that I compiled can be used by the district for program changes and equipment purchases as well as articulation with college and advisory committees./College needed OIAP revised and fulfilling the project need will benefit instruction at the college. It has also made me much more knowledgeable about instructional policies, procedures and priorities.

31. General objectives of the group...In general, how well were these met? 2.7

The group seemed to be divided into two groups with differing objectives. The group with which I was associated would have preferred more in-depth analysis of issues we identified during the year. We did address this when possible with small group discussions./The general objectives of the group were met and everyone is satisfied./Group discussions./I really don't know how it could have been better. I wish the group could have become closer sooner, but given this specific group of people, I'm not sure it could have happened sooner./SO SO -- Some of the group were not flexible enough and some felt the experience was a mere social education./The visitation covered most of these objectives. Saturday mornings covered the rest./Better than expected. It seems that many of us were able to sift out those benefits that were valuable to us. This was possible because of the diversity of presenters and sites. I particularly appreciate what I have learned about the planning and funding procedures used at OSSA./Value of program is visitations and the flexibility. Unique educational choice in the state - non traditional and innovative approach to education./I would say the "group" really jelled in the last 3 months. It is very tight knit at this point and would not have been had we only had 3-5 visitations. Everyone has accomplished at least some of his own objectives. The group has accomplished the unwritten group objective. It is a "group"!!/

COMMENTS (Section 2 - continued)

Means

32. Your individual objectives...How well have your personal objectives been met? 2.8

Without going into detail, I would say "fine". I have had to sacrifice some of my wants for the overall good of the group but that is "fine" also./I met new people, new industries, and got good exposure. The course matched the description and my needs. Common valuable elements in training or educational components--attitude, teamwork./Fairly well met. My work situation kept my participation down, but what I was able to do and see was very worthwhile./Very well, I am more alert and prepared for future challenges than I have been at any time in the past 13 years./One of my objectives was to deal with groups in a more constructive way. I was able to do this to some extent, however, I still tended to join a group & stay with it. I feel I made some progress in this line, but not as much as I could have./Hardly could ask for more. Would do it again next year if possible. Inspiring & refreshing./ My objectives were met very well./All my objectives were reached plus some./My personal objectives were met and I am very satisfied. I have experienced many interesting speakers and programs and industries. These experiences are used daily in and out of my classroom./ All except for the need for more in-depth discussion in the group and learning to control stress--some but not enough improvement.

33. Benefit of program participation to you...How has participation been of benefit to you? 2.9

Learning more about business/economics/social issues relevent to education./The knowledge that I have gained is used daily in and out of my classroom. This information can be used for the rest of your life, it is not just a one time-one use product./Very slow start for me but it was the best thing that happened to me./Many, many, many to name a few. (1)contacts throughout the state that will be invaluable in the future. (2) I have grown personally & professionally. (3) The actual visitations have given me a tremendous first hand knowledge of industry & educational programs that will help me relate to students in discussions of careers/Allowed opportunity to make new friends, learning of exemplary programs & develop a resource file of people & places./I have developed several close relationships--a few of these friendships will last a long time. I have also seen parts of the state in a different manner than before. I have become more aware of each area's diversity./It has increased my visibility in my organization and raised my level of respect for many of my co-workers. It has given me a perspective of where I am and how well I fit into this organization./I had the opportunity to interact with different people with different backgrounds in Vocational Education within the state. Of particular interest was meeting state leaders in Vocational Education, which I did accomplish./ (1) Exposure to private sector attitudes, values, etc. (2) networking (3) Increased willingness to look at other OSU Vocational Education programs./Too many things to enumerate. A few--linkages, viewing things I would never have been able to see, learning things I never would have been exposed to and making friendships that will be valued for a lifetime!!!/

COMMENTS (Section 2 - continued)

Means

34. Benefit of program participation to your employer...How will/has your participation benefit(ed) your school district, community college, business/industry or agency? 3.0

I think this is unnecessary to answer. The support of our school district speaks for how they feel about the Extern Program. If they did not feel strongly about the benefits to individuals and the district, they would not let us participate! We are stronger employers because of participation in the program./They benefited from the special project, a better informed employee, and through my contributions to the group as a representative of the company./I am currently involved in two committees and have been asked to participate in rewriting a mission statement for the Salem Public Schools. My renewed awareness of what is occurring "Out There" has started me on a major renovation of my curriculum here at O.S.S.A./As I work on committees for curriculum development as well as other projects, I feel that I have a new perspective on the "real world". Just what employers in many areas are working for as far as skills & attitudes has been so consistantly presented, that I feel I can give an added dimension to these projects./I believe it will help our district in providing better professional development of the programs./ I have made many important contacts in Education. They will be able to draw on me for more leadership as it is wanted./My district may benefit from use of my summarized material as well as making me a better educator with a greater wealth of knowledge./

35. What suggestions do you have for improving the program? 1.6

Externs should be more accountable for analyzing and synthesizing new information./Stop trying to change the program from what it is. It is a great program, don't screw it up with more busy work./NOT A THING./Only a minor suggestion -- allow a little more time at the end of our visitations for inter-group reactions./Shorter seminar week. Definite time to re-cap. Cut out some of Saturday morning "stuff". Extend Saturday to conclude at 3:00-4:00 if going to include the Saturday a.m. "stuff"./Saturday should not be filled with speakers. Instead, it should be a time for the group to discuss what has happened and been seen during this visitation. This is a time to identify dynamics of the group and for it to become a cohesive unit./ It would be very worthwhile to schedule one or two visits on campus through the year to develop more communication between participants. Perhaps at mid year, each participant should be required to present a 15 - 20 minute summary of what he/she is working on, hopes to accomplish, and how his/her associates at work view the project./Better use of time during week at OSU. Fewer visits during visitation days with more time for discussions./Fewer visitation sites per day with more time for group discussion/evaluation. Fewer educational/state department speakers. Mid-year (individual) report to group on individual projects./Basically, only one. I think participants should discuss more early on what is being seen. Also, I think the emphasis on educational settings should be increased (however a business person may feel the opposite & I recognize that).

COMMENTS (Section 2 - continued)

Means

36. Need for future newsletters, communications, meetings, etc...please elaborate. 2.3

I think it would be great to have future externs meet with past externs not only at OCCVA. How about when visitations are in a particular area then invite all externs to a social hour. It would be a good reunion and a good way to show current externs the strength of the group./I would like to know schedules, etc., of future visitations so that former externs could join if desired -- newsletter would be nice to address this. High interest in maintaining contact. Social evening during 1st week seminar for "ex-externs" and new externs./It would be nice to keep updated with group members in extern program and trends in Vocational Education within the state./An outline form listing the past six weeks accomplishments should be sent to supervisors of each extern. (quarterly) If this was developed properly, it would increase interest and help recruit externs for the next year. This program has great potential for bringing about changes in current policies and procedures if each agency selects well qualified candidates for it./As a member of the newest past-externs, I feel a tremendous need to keep our group together. A year's schedule in the Fall and a full itinerary when the visitation is in each person's particular area seems only minimal. I would like to see some "officially scheduled" meetings to create the need (excuse?) to get together./Continue to send out a total recap of visitations. Send to OSU people and supervisors of people in program. Also include this year's externs on the next year's mailing list and let us know what & where you go and see./I hate to think that this tremendous program is over -- I feel that what we have going should be continued in some form -- maybe meeting 2 or 3 times a year, in visitations, seminars, etc. The group has a lot to offer each other and we are at a point now where sharing is very easy./It would be nice to be informed of all visitations, etc., as that way we can keep in touch./No need for change.

37. Combination of secondary, post-secondary, public agency & business participants...What are your feelings about combining participants from differing professional backgrounds? 2.9

Excellent for fostering growth and moving educators beyond narrow educational lows./A combination of many different backgrounds is great. This allows many more new points and is much more educational./I think it is a great idea, but when you bring in business people they need to make all required visitations or you don't get the involvement needed./The broader spectrum from which the participants come from, the greater the input is to the group./Absolutely essential./Yes! The diversity of opinions and experiences is essential to get a broad perspective!/This is a real strength of the program./Excellent idea! I would like to see more private business participation to balance out the group. All benefit from a mixed group./Essential, no use in getting all educators together -- differing values and attitudes are helpful./I think it is difficult but very rewarding. Educators tend to get too narrow, particularly university level educators!/This is a real strength of the program./

COMMENTS (Section 2 - continued)

Means

38. Role of the Extern Program coordinator...Comments 2.9

Seems to be pretty well defined. The role is designed to develop leadership qualities in the externs. I like that./This person acts as a catalyst and is important to program success. Ellie did an outstanding job bringing such a diverse group together. GOOD JOB!/Use experience & knowledge to meet needs of individual participants and facilitate their development through the program. This is the primary role -- not to please educators at OSU in designing program goals, visitations, etc. Directing and coordinating role --must have skills to accept all types of people/personal commitment and sensitivity is a must. Ellie has demonstrated these qualities!!/ Ellie has done a hell of a job this year!! She has grown with the group. I mean that sincerely. She has taken our "bitches" and complaints and moved the individuals forward into a concluding "group". I value that./The coordinator's job should be to coordinate the group direction -- many times after an agenda had been set, things & speakers were added to an already tight schedule. A coordinator's role is to facilitate & direct a group towards reaching its goals. Ellie has tried to do that when given the opportunity./ Difficult job -- not sure I would want to do it. Stay on task and time line, make contacts for lodging as you did. A tough job that was handled very, very well. It is easy to criticize but with a group with such a great variety of backgrounds I felt Ellie did an outstanding job in providing leadership to our group, as is evidenced by our completion of the many goals we established in the beginning./To guide the group, help set up all visitations, meaning making sure that the work is done and set up on time. Visit the externs at least twice during the year./Ellie did a great job of coordinating the entire program. This can be a very trying job when dealing with many different personalities and all the other problems that arise. Ellie, you are commended for a job well done./Coordinator should lead monthly seminars relating assignments, visitations, and current issue. Coordinator should expect more from externs./

39. Additional Final Comments:

A great program, keep it the way it is./I feel that the extern program is one of the best kept secrets in education. I hope the program keeps going strong, as it is needed in education./A GREAT unique program in vocational education. In all my academic career I have never achieved so much both personally and professionally for 9 hours of credit. I feel that the real strengths of the program are (1) the visitations each month and (2) the interpersonal relationships developed with the group. A great experience and a Big thanks to Ellie for a job very well done. I am very proud to have been a part of this program!/Great program. Tremendous opportunity. Don't let State cut it short. Essential for school districts to have people in it./ Leave an already successful program alone. Too much busy-work, sitting in seminars will reduce this class to the low levels of most graduate level classes. The fact that the class members direct the class not only gives ownership and meaning to the activities, it also forces leadership responsibilities onto each person involved. The program is a fantastic learning experience. Leave it Alone!/It was a wonderful once-in-a-lifetime experience. I learned more than in any "traditional" educational experience I have ever had./The program over-all meets a real professional development need for vocational instructors. I feel it is a real valuable program!/The program was a high point of my year. I greatly appreciate both the people in the program and those in my organization who supported me so well.

APPENDIX C

PERSONAL DEVELOPMENT PLAN
OREGON EXTERN PROGRAM

Name:	Title:	Period Covered:
Work Address:	Work Phone:	
Date:		

REQUIRED SIGNATURE

_____ (Extern Coordinator) _____ Date

_____ (Extern) _____ Date

Area (Check one):

- [ ] Personal/Professional Student Services
- [ ] Curriculum & Instruction Job Management
- [ ] General Education Program Planning
- [ ] Evaluation Trends & Issues

Criteria for Development	Development Strategy/Activity	Outcome/Evaluation

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PERSONAL DEVELOPMENT PLAN (Con't) Page ___ of ___

Area (Check one):

- [ ] Personal/Professional Student Services
- [ ] Curriculum & Instruction Job Management
- [ ] General Education Program Planning
- [ ] Evaluation Trends & Issues

Criteria for Development	Development Strategy/Activity	Outcome/Evaluation

SPECIAL PROJECT

OREGON EXTERN PROGRAM

Name:	Title:	Period Covered:
Work Address:	Work Phone:	Supervisor:
Date:	Supervisor's Phone:	Supervisor's Title:

REQUIRED SIGNATURES

(Supervisor) Date

(Extern Coordinator) Date

Area (Check one):

- [ ] Personal/Professional Student Services
- [ ] Curriculum & Instruction Job Management
- [ ] General Education Program Planning
- [ ] Evaluation Trends & Issues

Criteria for Development	Development Strategy/Activity	Outcome/Evaluation

SPECIAL PROJECT (Cont'd)

Area (Check one):

- [ ] Personal/Professional Student Services
- [ ] Curriculum & Instruction Job Management
- [ ] General Education Program Planning
- [ ] Evaluation Trends & Issues

Criteria for Development	Development Strategy/Activity	Outcome/Evaluation

APPENDIX D

OREGON EXTERN PROGRAM

I.D. _ _

Follow-up Survey of 1981/82 Participants

1. Describe your current position.

   a. What is your current position title? (e.g., vocational teacher, counselor, career education coordinator)

   _____

   b. In what type of institution are you employed? (e.g., ESD, High School, Elementary school, etc.)

   _____

2. Describe your first position after completing the Extern Program.

   a. What was your position title? (e.g., vocational teacher, counselor, career education coordinator)

   _____

   b. In what type of institution were you employed? (e.g., ESD, High School, Elementary School, etc.)

   _____

   c. Were you employed at the same place during your externship?

   ☐ YES

   ☐ NO

3. Do your current vocational career education responsibilities differ from your first position?

   ☐ YES, they have increased.

   ☐ YES, they have decreased.

   ☐ NO

4. Did your vocational career leadership responsibilities/roles change during and/or immediately after your externship?

   ☐ YES, they increased

   ☐ YES, they decreased.

   ☐ NO

5. Would you recommend participation in the Oregon Extern Program to a colleague?

   ☐ YES

   ☐ YES, but with reservation (please specify) _____

   _____

   ☐ NO

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6. A sample of 25 tasks that a career/vocational leader may perform is listed below. We would like to know whether or not you have performed these tasks since completing the Oregon Extern Program and, if you have done so, to what extent you were able to do them. We need this information to determine whether or not we are on target with the Extern Program.

HAVE YOU PERFORMED, OR CLOSELY COORDINATED, OR CLOSELY SUPERVISED, THIS TASK SINCE COMPLETING THE OREGON EXTERN PROGRAM?

4 = YES, did or assisted with, all parts of the task without assistance

3 = YES, did or assisted with, most parts of the task; needed assistance with some difficult parts

2 = YES, did, or assisted with, simple parts of the task; needed assistance with most of the parts

1 = YES, but could not do the task

0 = NO

	0	1	2	3	4
a. Develop a long-range program plan for career or vocational education.	☐	☐	☐	☐	☐
b. Conduct an assessment of student, faculty, and community needs for courses, workshops, seminars, etc.	☐	☐	☐	☐	☐
c. Establish and utilize advisory coulcils and committees.	☐	☐	☐	☐	☐
d. Assist a group of educational personnel and/or community persons to establish program priorities.	☐	☐	☐	☐	☐
e. Develop a proposal for submission to a Federal agency, e.g., USOE, NIE, etc.	☐	☐	☐	☐	☐
f. Develop a proposal for submission to the Oregon Department of Education.	☐	☐	☐	☐	☐
g. Develop a budget.	☐	☐	☐	☐	☐
h. Determine optimal use of community resources, such as speakers, cooperative work experience sites, visitations to employment sites.	☐	☐	☐	☐	☐
i. Articulate career awareness, career exploration, career preparation and/or career specialization programs between institutions.	☐	☐	☐	☐	☐
j. Hire staff including the development of job description, interviewing, and selecting the incumbent.	☐	☐	☐	☐	☐
k. Use management by objectives techniques in staff supervision.	☐	☐	☐	☐	☐
l. Supervise staff, including staff evaluation and counseling.	☐	☐	☐	☐	☐
m. Dismiss staff.	☐	☐	☐	☐	☐
n. Enable educational administrators, teachers, and counselors to understand career and vocational education concepts.	☐	☐	☐	☐	☐
o. Assist educational personnel individually or in small groups to implement career and vocational education activities.	☐	☐	☐	☐	☐
p. Conduct staff development activities, such as inservice workshops.	☐	☐	☐	☐	☐
q. Implement activities to overcome sex stereotyping and sex descrimination in a career/vocational education program.	☐	☐	☐	☐	☐
r. Implement competency-based instruction for career and vocational education.	☐	☐	☐	☐	☐
s. Assist classroom teachers to provide career/vocational guidance to students.	☐	☐	☐	☐	☐
t. Evaluate a career/vocational program based on student outcomes.	☐	☐	☐	☐	☐
u. Conduct a follow-up study of former vocational students.	☐	☐	☐	☐	☐
v. Conduct an assessment of a career/vocational program.	☐	☐	☐	☐	☐
w. Assist in the development of a collective bargaining agreement.	☐	☐	☐	☐	☐
x. Conduct a community relations or public information program on career/ vocational education.	☐	☐	☐	☐	☐
y. Implement instruction in career/vocational education for students with speaking and understanding the English language.	☐	☐	☐	☐	☐

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7. What tasks other than those listed on the prior page should receive particular attention in the Oregon Extern Program?

_____

_____

_____

_____

8. In reviewing two specific program components, please analyize your intent while a participant, with your current reflections:

8a. What were your basic objectives relating to your-

8a1. PROFESSIONAL DEVELOPMENT PLAN: _____

_____

_____

8a2. INDIVIDUAL PROJECT: _____

_____

_____

8b. Did your program participation lead you to accomplish those objectives-

8b1. PROFESSIONAL DEVELOPMENT PLAN: _____

_____

8b2. INDIVIDUAL PROJECT: _____

_____

8c. If you could change those objectives now, how might you wish them to have been-

8c1. PROFESSIONAL DEVELOPMENT PLAN: _____

_____

_____

8c2. INDIVIDUAL PROJECT: _____

_____

_____

9. Looking back on your Extern experience and considering your work since then, are there any modifications that should be made to the Oregon Extern Program?

☐ YES. What changes should be made: _____

_____

☐ NO

10. Did the Extern Program meet your expectations?

☐ YES, exceedingly so.

☐ YES, in most instances.

☐ YES, barely.

☐ NO

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11. Additional comments on the Oregon Extern Program are welcomed. _____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED, SELF-ADDRESSED, STAMPED ENVELOPE.

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APPENDIX E

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OREGON EXTERN PROGRAM REVIEW AND RECOMMENDATIONS FOR PROGRAM FOCUS

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Prepared by: Ronald E. Kaiser
Education Consultant
January, 1984

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OREGON EXTERN PROGRAM REVIEW AND RECOMMENDATIONS FOR PROGRAM FOCUS

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BACKGROUND

Since 1977 the Oregon Extern Program operated by the Vocational Technical Department at Oregon State University has helped over 200 persons by providing assistance in professional introspection and planning for professional growth. This program has served vocational education teachers, directors and administrators in local and state educational agencies and associations. There is evidence to show that having the Extern Program in place and available has helped many vocational leaders improve their skills and move into responsible positions in vocational tec. nical education in Oregon and in other states.

Several university staff persons have served with distinction as Directors of the Extern Preogram over the years. The success of the program has been due in large part to the dedicated effort of these persons and there is evidence to show that there is a direct relationship between the various Externs participation in the program and their levels of management responsibility.

Recent interest in the Extern Program by supervisory and management persons in business and industry, and in other public agencies, has stimulated interest in assessing the Extern Program goals to determine if the present direction of the program is in tune with the changing educational and economic climate and is, in fact, keyed to the current need of persons in education and in the business world.

This study was implemented for the purpose of taking a critical look at the current program goals and objectives in order to:

1. Determine the relevancy of the program with regard to the need for expanding the numbers of persons able to move into administrative positions in vocational education.
2. Consider the program goals with regard to their relevancy for agencies and organizations not directly involved in vocational education.
3. Make any recommendations for focusing the goals and objectives of the program to current needs, if deemed appropriate.

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This review was not a scientifically sound piece of research--nor was it intended to be. It represents an overall look at the program - past and present - by a third part assessor and was intended to include recommendations for fine tuning the program to meet current demands if it was deemed desirable.

DISCUSSION AND RATIONALE

It is apparent that over the years the Extern Program has met expressed needs of a variety of educational clientale and has helped many persons move into, and progress upward, in management and supervisory positions primarily in vocational education. The Extern Program was initially developed to meet an urgent need for managers and directors in vocational education as program were expanded as a result of Federal legislation for Vocational and Technical Education. This rapid expansion of programs was fueled by the infusion of large sums of money provided by Congress. The challenge of providing adequate numbers of vocational leaders was met in a large part by the Extern Program.

Although Federal dollars continue to be available for vocational education, the rate of increase has slowed considerably and the original Extern Program needs seem to have diminished. The opportunity for persons to move into a supervisory or managerial position in vocational education remains small or marginal until positions are vacated by existing personnel through retirement or death.

Current economic stress in both the public and private sectors has had a dampening effect on management position opportunities. Many organizations have had to slow down program growth as resources dwindled and became difficult to secure. Many agencies, organization, and business concerns are currently in a retrenchment mode.

Developing available staff and maximizing the available resources, human and capital, seems to be the rule. Many organizations particularly in the public sector are seeking ways to develop managerial staff for full and effective utilization.

A third critical factor bearing on the Extern Program is a growing awareness on the part of business and educational leaders that in this time of rapid technological advancement, workers and managerial staff must be capable and ready to retrain for different jobs as technology

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causes jobs to change. Both business and education view training as a joint responsibility if the nations economy is to remain healthy and we are to remain economically competitive in the world market place. There is an emerging attitude and spirit of cooperation among all manpower development and training constituencies indicating they desire to join forces to provide qualified and well trained people able to cope with the rapid technological advancement.

OVERVIEW OF REACTORS STATEMENTS

A group of persons connected with the Extern Program were interviewed regarding their perceptions of and recommendations for the program. The sample consisted of vocational education administrators, directors and deans, former and current participants in the program, and persons from the private sector knowledgeable of the Extern Program goals. The interviewees reported:

* The Extern Program has assisted many vocational teachers to move into management positions of authority and responsibility in public education. At present the need for more supervisory people is no longer evident. What is needed is a refresher program for vocational administrators already in the field.

* A significant contribution of the Extern Program was the opportunity to form associations and build linkages with other persons in similar circumstances. These linkages are very valuable in finding help in solving problems and sharing ideas. Don't lose the linkage building aspect.

* The Extern Program helps put vocational education into perspective with other important forms of manpower development. This is important to understand.

* The Extern Program should be directed to need-to-know skills and concepts in deference to nice-to-know information and services.

* The Extern Program should be focused on helping functioning mid-managers develop and sharpen skills that will help them to be more effective in doing what they do in a more professional way.

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* We need a greater understanding of the important training responsibilities and relationships between business and industry and vocational education. We must understand each others ways and problems and communicate much better.

* Perhaps the program should be more individualized for each participant and his/her specific needs with some large groups involvement for sharing of ideas.

* A lot of time was spent in travel to visitation sites. Maybe the time might be better used in other ways.

* The program director must be keenly aware of the "ways" of business and industry as well as vocational education. The director needs to recognize signs of the rapid changes taking place in the working world and help focus attention on the impact of this change.

* The Extern Program provided a statewide perspective on vocational education which is important.

* The program ought to maintain a balance between vocational education personnel needs and the needs of others not in education.

* There ought to be more contact and collaboration between vocational education people and those in private industry training such as the American Society of Training Directors.

* The fall planning meeting is important and should be organized so that participants can readily embark on their professional development.

* The need exists to upgrade the skills of practicing vocational education teachers, managers and administrators, and manpower development people in the private sector. Perhaps a "two-pronged" thrust could be made to help managers in the business sector as well.

* Focus the program on what is taking place in vocational education today. Stress how to hang onto and run quality programs with the limited available resources.

* Education must "team-up" with business and industry to get the job done. Discover and develop ways that this can be done.

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SPECIFIC RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

1. Continue to provide the opportunity for persons interested in vocational education to explore alternatives, observe quality programs, and examine promising practices. Continue to encourage participation by teachers, counselors, vocational managers and administrators.

2. Provide a greater opportunity for persons in management positions in business as well as vocational education by including emphasis on developing professional "working skills" which will facilitate greater effectiveness of people as managers. Consider a dual track option, one for vocational educators, another for business and industry people with appropriate overlap in common areas of concern.

3. Continue to place heavy emphasis on the total manpower development scheme and the important role each segment (vocational education, J.T.P.A., inplant training, private sector training, and apprenticeship) contributes to the whole scheme. Focus on the importance of trained manpower in progressive economic development.

4. Provide a greater opportunity for the development of the individual enrollee in the program through his/her individualized program. Each individual's package probably would be unique to the individual and may or may not include many experiences common to others.

5. Maintain some group interactions and sharing experiences for all participants. Continue to foster development of associations and linkages among participants and others whenever possible and practical.

6. Provide a wide array of management skill development opportunities and experiences for selection by participants. (A suggested list of appropriate skills is included as an appendix).

7. Place greater emphasis on the economic factors and legislative processes which impact manpower; its development and utilization.

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8. Examine the cost/benefit of time and travel commitments to outlying areas of the state. Attempt to locate suitable learning sites in the urban centers where travel time/cost may be minimized.

9. Maintain the current effort devoted to the director's time anticipating greater enrollment from the private sector. Increase director commitment as enrollment increases overtime, and is warranted. Locating and coordinating appropriate training for individual or group experiences will require extensive time, particularly as new phases are initiated.

10. Develop and maintain (up date) a directory of management training experiences, sites, learning centers, program materials, etc. for use by present and future participants and other interested persons or groups.

11. Continue the fall orientation and planning session on campus. Continue to stress individual introspection, planning and programing of learning experiences, with the director providing the leadership, counseling and assistance. The director should help expediate the individual plans once developed.

12. Continue and expand the investigation, reading and research by participants directed at their particular areas of interest and specialization.

13. Consider re-naming the program to reflect the up-grading of persons outside as well as inside educational circles, ie. (Management Refresher Program).

14. Plan and carry out an information sharing and promotion effort to inform potential enrollees of program content.

15. Consider combining the Extern Program effort with other administrator up-grading and training efforts sponsored by the University. By combining resources stronger programs are likely to result.

16. Consider using more resources from other colleges, universities, community colleges, other public agencies, as well as a rich variety of training opportunities in the private sector.

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CONCLUSION

The Extern Program has fulfilled a need in providing capable leadership in vocational education. Those who initiated and those who served to make a success of the program, are to be commended. It is a good program which has been well managed.

The original need for the program seems to have waned, however there remains a need for up-grading the professional skills of persons already in positions of responsibility in vocational education as well as those who will move into such positions as older administrators move on to other pursuits.

As business and industry concern faced with increased demands for greater salaries and accompanying benefits, and government imposed employee costs, they will be expecting greater production and effectiveness of their mid-managerial staff. There remains an opportunity and a need to continue with management skill up-grading for supervisory and management personnel.

The Extern Program has the potential to be transposed into a bilateral skill training program for persons in the public and private sector as well. Emphasis and attention needs to be made in this direction. Experience shows that opportunity for managerial training abounds. The need is urgent and the rewards can be many.

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APPENDIX

The following list of topics is intended to suggest some of the areas where management people (vocational education, industry, agency) may wish to draw as they become involved in the Extern Program. The list is certainly not exhaustive, but is intended to suggest areas of common interest to managers and administrators.

Miscellaneous skills, Traits, Characteristics, Competencies, etc. for managers:

* How to acquire greater resources (Human/Capital)
* How to improve production/performance/operation with fewer resources
* Ways to cut costs and improve services
* How to access, retrieve, and use stored data and information
* Ways to tap outside resources (business, industries, grants, agency)
* Ways to muster more public/private support (parents, business, government)
* How to secure public media support
* Ways to develop "helping" linkages
* How to gather better decision making data/information (reports, surveys, demographics)
* Ways to "share" administrative skills/people/ideas
* How to organize for growth and better service (organizational development)
* Ways of analyzing cost/effectiveness, and the allocation of resources
* Ways to improve organization images (internal-external public relations)
* How to establish goals and evaluate progress (follow through/ follow-up)
* Ways to maximize manager cooperation (why people do/do not cooperate)
* Understand decision making dynamics (who, how, and why decisions are made)
* Understanding role clarification (who does what and why)
* How to delegate work and responsibility (who does what/how to get the job done)

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* Understanding human ecology (the seat you take makes a difference)
* Understanding the Role of Change Agents (what are they-how do they function)
* Communications for Managers (the high cost of poor communications)
* Managers and human behavior (working with people)
* How to build memory skills/listening skills
* Understanding leadership skills (developing skills for executives)
* Managing your time (work smarter not harder)
* How to manage stress in the workplace
* Understanding the legislative process
* How are you perceived (by yourself/by others)
* Considering Common Professional Courtesies
* How to construct work plans (their importance and use)
* Managing conflict in the workplace.

Prepared by: Ronald E. Kaiser
Education Consultant
January, 1984

APPENDIX F

OREGON EXTERN ADVISORY COMMITTEE

Alltucker, John	Eugene Sand & Gravel 3000 N Delta Hwy Eugene OR 97404	683-6400 (B)
Dost, Frank	Extension Specialist Oregon State University Weniger Hall 341 Corvallis OR 97331	754-3791 (B)
Hammer, Jackie	South Eugene High School 400 E 19th Eugene OR 97401	687-3207 (B)
Hays, Maxine	655 Laurel Junction City OR 97448	998-6215 (B) 998-2408 (B)
Mater, Jean	Mater Engineering Ltd 101 SW Western Blvd Corvallis OR 97330	753-7335 (B)
Pambrun, Sam	Umatilla County ESD 404 SE Dorian Box 38 Pendleton OR 97801	276-0616 (B)
Pendergrass, John	Public-Private Ventures Oregon Dept of Education 700 Pringle Parkway SE Salem OR 97310	378-3584 (B)
Sayer, Jim	Route 1 Box 338 Forest Grove OR 97116	357-7266 (B)
Spilde, Mary	Linn-Benton Community College 6500 SW Pacific Blvd Albany OR 97321	928-2361 (B)